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be proved in the exercises, and that these images are the tools with which they have to work. This together with the suggestions of the ordinary geometry for the solution of exercises will, in the judgment of the writer, prove much simpler and more effective than the system developed in *The Art of Geometry*.

A. F. AMES

PUBLIC SCHOOLS,
Riverside, Ill.

Nature and Health. By EDWARD CURTIS. New York: Henry Holt & Co., 1906. Pp. ix+313. \$1.25.

Dr. Curtis has modestly characterized his little work, *Nature and Health*, as a *lure* to right living rather than as a learned work on the subject of hygiene. He has succeeded, however, in presenting many modern scientific considerations in a most pleasing and telling fashion. The discussions of heating, ventilation, eating, and drinking are particularly good and contain many helpful points that are commonly unknown or neglected. The very simplicity and straightforwardness of the style lends force to the statements—and the suggestions are practical and easily followed. The treatment of the hygiene of the special senses, clothing, exercise, etc., compares very favorably with the best of the minor works on general hygiene. The book as a whole is characterized by accuracy of statement, clear discussion, and practical suggestion, and it is a welcome contribution to an important subject.

J. E. RAYCROFT

UNIVERSITY OF CHICAGO

Initiation Mathématique; ouvrage étranger à tout programme; dédié aux amis de l'enfance. By C. A. LAISANT. Paris, 1906. Pp. vii+167, 97 figs.

In this work the writer, already well and favorably known in America through his earlier books on the teaching of mathematics,¹ puts into more concrete shape some of the ideas previously advanced.

As indicated in the title, the present work will fit no course of study and yet, thoughtfully read and assimilated, its contents and its spirit would be valuable in the instruction of every course of study. The table of contents might lead one to think: "Here is another collection of the traditional mathematical recreations," and a casual glance through the little book might disclose enough resemblance to old friends, in topics, cuts, and treatment, to seem to warrant this thought. But closer examination will show that no greater mistake could be made, that we have to do here with a work whose purpose is far more serious and which aims to play a far more essential part in instruction than do mathematical recreations. As ordinarily understood, the latter entertain the pupil by showing him how the theory that he has already mastered may be applied to games, puzzles, and curious problems of various sorts. Mr. Laisant, on the other hand, has advocated in his earlier works that the mathematical beginnings should be made in the child's plays. Consequently, he here presents entertaining or amusing questions which the child can take up without any previous knowledge (of what is particularly involved in that problem), and so chosen that the child while engaged in satisfying his own curiosity or in some sort of play, more or less unconsciously, but clearly, forms a new and important mathematical concept, or discovers

¹ *La Mathématique; philosophie enseignement*, Paris, 1898; and *L'éducation fondée sur la science* Paris, 1905. For a discussion of a portion of the latter see *School Review*, March, 1905.